The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Competencies

- ✓ Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring First Nations, Métis and Inuit Education for All Students
- School Authority Operations and Resources
- Supporting Effective Governance

Building Effective Relationships

A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.

Achievement of this competency is demonstrated by indicators such as:

(a) collaborating with community and provincial agencies to address the needs of students and their families;

(b) employing team-building strategies and using solution-focused processes to resolve challenges;

(c) building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;

(d) modeling ethical leadership practices, based on integrity and objectivity;

(e) establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and

(f) facilitating the meaningful participation of members of the school community and local community in decision-making.

LEGAL AND KEY REFERENCES

School Act: Section 113 – Superintendent of Schools

The superintendent shall supervise the operation of schools and the provision of education programs in the district or division.
http://canlii.ca/t/5303d

School Councils Regulation, Alberta Regulation 113/2007: Section 13

Responsibilities of board: A board must provide the school council with an opportunity to provide advice to the school on mission, policies, annual education plan, annual results report and budget.
http://canlii.ca/t/52ssn

Children First Act, SA 2013, Chapter C-12.5: Section 2(e)

The Children's Charter: while reinforcing and without in any way derogating from the primary responsibility of parents, guardians and families for their children, that individuals, families, communities and governments have a shared responsibility for the well‑being, safety, security, education and health of children.
http://canlii.ca/t/528f6

This resource is intended to support this stage of implementation:

✓ Phase I	Phase II	Phase III

RESEARCH

The interpersonal skills and collaborative orientations of effective superintendents are foundational contributors to their success and, more significantly, to the success of their school systems. Relational trust (Bryk & Schneider, 2002), ethical conduct, and integrity contribute to a productive, safe, and secure school system culture. The importance of paying attention to the cultivation of professional relationships within schools and within communities is well established in the district leadership literature (Leithwood; 2008, 2010a, 2010b, 2011, 2012, 2016; Robinson, 2011; Ryan, 2006; Steele, 2010; Timperley, 2011, Whelan, 2009).

The Alberta School Superintendent: Leadership Competencies for Complex Times, A paper prepared for CASS; Dr. Jim Brandon and Dr. Jacqueline Ottmann, University of Calgary, 2017

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PRACTICE IN ALBERTA

Building Effective Relationships focuses on building positive connections with members of the school community (students, teachers, families) as well as the broader local and provincial community.

This selected example focuses on collaborating with parents:

Collaborating with Parents

Titles include: Parents are Powerful Partners. Building Relationships, Family Centered Collaboration, Respecting Cultural diversity, Building Relationships and Trust, Active Listening, Resolving Differences Through Collaboration, Collaborating for Smooth Transitions, Solution Focused Collaboration

Please share your school authorities stories specific to how you address this competency: admin@cass.ab.ca.
Over time we will post on the CASS website.

RESOURCES

Collaborating to Support Students

Schools are most effective in addressing the needs of all children, youth and their families when school authorities, staff members, parents and community partners work collaboratively.

Collaborative Practices

This resource is designed to help school authorities and their partners understand how to build a school community that supports collaboration. It also shows how they can access supports and services that address the needs of children, youth and their families within the context of school and community.

This resource includes a series of videos, conversation guides, knowledge sharing materials and a research library.
https://education.alberta.ca/collaborating-to-support-students/

Working Together Toolkit

The purpose of the Working Together Toolkit is to help superintendents, division office leaders, principals, school leaders and education partners build capacity and develop partnerships.
https://education.alberta.ca/media/1089038/searchabletoolkit.pdf

CASS | College of Alberta School Superintendents

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Modeling Commitment to Professional Learning

A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.

Achievement of this competency is demonstrated by indicators such as:

(a) communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;

(b) collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise;

(c) actively seeking out feedback and information from a variety of sources to enhance leadership practice;

(d) seeking and critically-reviewing educational research and applying it to decisions and practices, as appropriate;

(e) providing leadership to support school authority research initiatives, where appropriate; and

(f) engaging teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

LEGAL AND KEY REFERENCES

Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta
Ministerial Order (#016/97)

The current Teaching Quality Standard shall apply to teacher certification, professional development, supervision and evaluation, and which is supported by descriptors of selected knowledge, skills and attributes appropriate to teachers at different stages of their careers.
https://education.alberta.ca/media/1626523/english-tqs-card-2013_3.pdf

Teacher Growth, Supervision and Evaluation Policy

The Teacher Growth, Supervision and Evaluation Policy aims to ensure that each teacher's actions, judgments and decisions are in the best educational interests of students and support optimum learning.
https://education.alberta.ca/media/1626684/tgse.pdf

This resource is intended to support this stage of implementation:

✓ Phase I	Phase II	Phase III

CASS Code of Professional Conduct

The College of Alberta School Superintendents requires high standards of conduct from its members to maintain the honor and dignity of the profession.
http://www.cass.ab.ca/cass_code_of_professional_conduct

Legal References provided by Teresa Haykowsky, Partner McLennan Ross LLP

RESEARCH

Continuing education research has transitioned from a focus on the sole purpose of developing knowledge and skills to a focus on development of competence in relation to the cultivation of both technical and practical knowledge as they contribute to a professional's wisdom and ability to exercise discretionary judgement in practice. Research highlights the varying designs emerging for professional learning such as authentic experiences, research in action, communities of practice based on similar inquiry questions. The value of self-reflection and authentic experiences where learning is translated into practice are mentioned. More traditional models of learning are also viewed as valuable in addressing specific learning goals and outcomes. Brandon, Hanna, & Negropontes, 2015, Mott and Daley, 2000, p81; Schon 1987 and Cervero 2000

Modeling Commitment to Action, Dr. Heather Kanuka and Dr. Jose da Costa, University of Alberta, 2017

PRACTICE IN ALBERTA
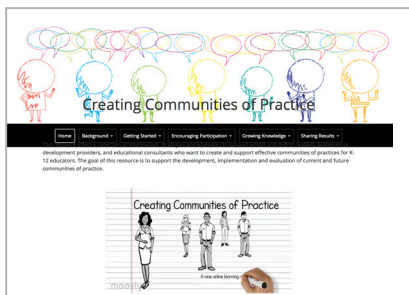

Creating Communities of Practice in Alberta

Built on solid research and sound adult learning pedagogy, communities of practice offer a powerful professional learning strategy for the 21st century educator. This personalized approach to professional development leverages technology to create robust opportunities for participation and collaboration.

The goal of this ERLC/ARPDC resource is to support the development, implementation and evaluation of current and future communities of practice.
http://www.communityofpractice.ca/

Please share your school authorities stories specific to how you address this competency: admin@cass.ab.ca.
Over time we will post on the CASS website.

RESOURCES
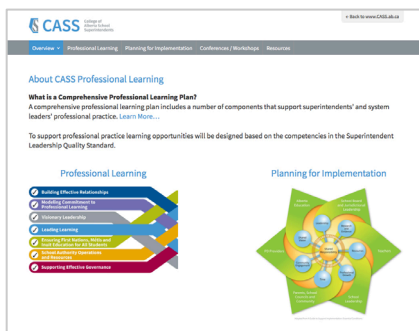
CASS builds and supports members' leadership capacity by offering a number of online and face-to-face learning opportunities. Visit **Professional Learning** at www.CASS.ab.ca

Competency overviews, conferences and workshops and workshop materials are available to support awareness and understanding of professional practice standard(s).

February 2018
www.cass.ab.ca
Professional Learning

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- ○ Modeling Commitment to Professional Learning
- ✓ Visionary Leadership
- ○ Leading Learning
- ○ Ensuring First Nations, Métis and Inuit Education for All Students
- ○ School Authority Operations and Resources
- ○ Supporting Effective Governance

Visionary Leadership

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

Achievement of this competency is demonstrated by indicators such as:

(a)   ensuring that the vision is informed by research on effective learning, teaching and leadership;

(b)   promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;

(c)   promoting in the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and

(d)   ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives.

LEGAL AND KEY REFERENCES

Alberta Education, Ministerial Order on Student Learning (#001/2013)

An order to adopt or approve goals and standards applicable to the provision of education in Alberta
https://education.alberta.ca/policies-and-standards/student-learning/everyone/ministerial-order-on-student-learning-pdf/

Alberta Human Rights Act, RSA 2000, Chapter A-25.5

Preamble: WHEREAS recognition of the inherent dignity and the equal and inalienable rights of all persons is the foundation of freedom, justice and peace in the world
 http://canlii.ca/t/52kdw

Legal References provided by Teresa Haykowsky, Partner McLennan Ross LLP

This resource is intended to support this stage of implementation:

✓ Phase I	Phase II	Phase III

RESEARCH

Based on a study exploring effective leadership in selected school districts Leithwood 2017 identified 9 characteristics of effective district leadership: shared vision; coherent instructional vision; use of multiple sources of evidence; focus on organizations learning; job-embedded PD; alignment between management processes and district visions; comprehensive plan for leadership development; policy oriented school board; and effective relationships with all stakeholders (e.g., parents, Ministry).

The results found correspondence between these 9 characteristics and the effectiveness of district leadership in the selected sites. The research has been used in the development of the Ontario Leadership Framework (Leithwood, 2012).
https://docs.wixstatic.com/ugd/c85d61_608c625a7e4c421686f302407aea7f4a.pdf

Literature on Visionary Leadership for CASS; Dr. Bonnie L. Stelmach, University of Alberta, 2017

PRACTICE IN ALBERTA

Leaders and staff from two Alberta K-9 schools used the opportunity of opening a new school to create a culture of learning that truly focused on inspiring all learners through innovative and thoughtful teaching and learning practices. View the Edmonton Regional Learning Consortium (ERLC) video clip to hear their reflections on this rewarding and challenging journey modeling visionary leadership.
http://essentialconditions.ca/videos/
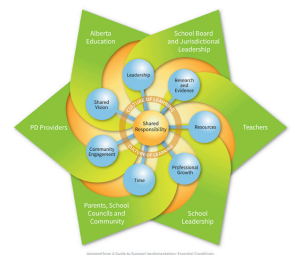
Please share your school authorities stories specific to how you address this competency: admin@cass.ab.ca.
Over time we will post on the CASS website.

RESOURCES

CASS and Alberta Technology Leaders in Education (ATLE) Leveraging Technology Systemically

The Alberta Learning and Technology Policy Framework, or LTPF, (2013) describes Alberta Education's vision for the role of technology in education and establishes a set of policy directions for school authorities. The policy framework includes a focus on student-centred learning and is coherent with the intent of the Ministerial Order on Student Learning.

Strategic and visionary leadership is required to ensure technology is leveraged in support of current and future key areas of focus, such as curriculum, improving First Nations, Métis and Inuit student success, and ensuring inclusive learning environments for all students.

CASS and ATLE have partnered to support system leaders in leveraging technology systemically. Four professional learning guides provide an adapted collaborative inquiry process that offers the opportunity to:

*   **Assess:** Use data to determine your school authority's direction
*   **Plan:** Identify your area of focus and plan for implementation
*   **Act:** Implement strategies and tools to address your area of focus
*   **Reflect:** Review and reassess in order to determine next steps

The learning guides offer an opportunity for a collaborative process with your system team that addresses the superintendent leadership quality standard including the competency visionary leadership.
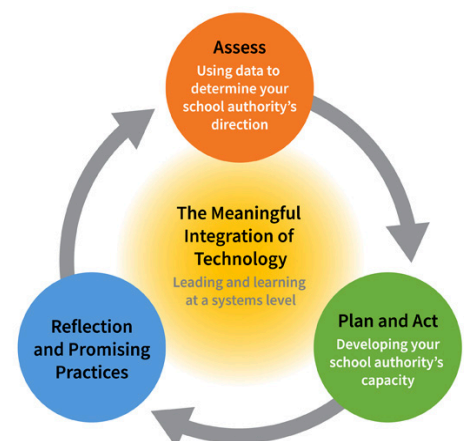
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Competencies

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- ✓ Leading Learning
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Leading Learning

A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.

Achievement of this competency is demonstrated by indicators such as:

(a) fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms;

(b) providing learning opportunities, based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;

(c) ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study;

(d) promoting collegial relations, collaboration, critical thinking and innovation in the school community;

(e) ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;

(f) building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and

(g) ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

LEGAL AND KEY REFERENCES

School Act, RSA 2000, c Chapter S-3 section

School Act: Section 113 – Superintendent of Schools – The superintendent shall supervise the operation of schools and the provision of education programs in the district or division.

Section 3 – Diversity in shared values – All education programs offered and instructional materials used in schools must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the common values and beliefs of Albertans.
http://canlii.ca/t/5303d

Ministerial Order on Student Learning in Alberta (#001/2013)
https://education.alberta.ca/policies-and-standards/student-learning/everyone/ministerial-order-on-student-learning-pdf/

This resource is intended to support this stage of implementation:

✓ Phase I	Phase II	Phase III

Alberta Education: Programs of Study
https://education.alberta.ca/programs-of-study/programs-of-study/

Learning and Technology Policy Framework
https://education.alberta.ca/media/1046/learning-and-technology-policy-framework-web.pdf

Legal References provided by Teresa Haykowsky, Partner McLennan Ross LLP

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RESEARCH

Leithwood June 2013 paper titled *Strong Districts and Their Leadership* offers important insight in describing strong districts and the role superintendents and system leaders have. His conclusion includes these summary statements:

Districts contribute to their students' learning … to the extent that they develop nine key characteristics or conditions. These characteristics encompass districts' purposes, the coherence of instructional guidance systems, how and what evidence district staffs use for decision making, the nature of their improvement process and approaches to capacity building; these key characteristics also include the extent to which elements of the organization are aligned around district purposes and priorities, approaches to leadership development, the nature of trustee governance and the quality of relationships throughout district and beyond. When strong district leaders develop the characteristics and conditions of strong districts, the best available evidence indicates that their impact on student learning is likely to be substantial. Page 34,35
http://www.ontariodirectors.ca/downloads/Strong%20Districts-2.pdf

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PRACTICE IN ALBERTA

Alberta Education Inclusive Education

Educational practices that are flexible and responsive to the strengths and the needs of individual students can create inclusive learning experiences that ensure all students are successful.
See video resources: https://education.alberta.ca/inclusive-education/inclusive-education/?searchMode=3

Engaging All Learners Website – ARPDC

This collection of professional learning resources can be used to build capacity through self-study, in-school professional learning communities, and district-wide learning opportunities.
Videos, Learning Guides and text resources:
http://www.engagingalllearners.ca/learning-supports/

Please share your school authorities stories specific to how you address this competency: admin@cass.ab.ca.
Over time we will post on the CASS website.

RESOURCES

Indicators of Inclusive Schools: Continuing the Conversation – Alberta Education
https://education.alberta.ca/media/482253/indicators_of_inclusive_schools.pdf

Ministerial Order on Student Learning Cross–Curricular Competencies – ERLC
http://erlc.ca/resources/resources/cross_curricular_competencies_overview/

ARPDC Moving Forward with High School Redesign
http://abhsredesign.ca/

Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientation, Gender Identities and Gender Expressions
https://education.alberta.ca/media/1626737/91383-attachment-1-guidelines-final.pdf

CASS | College of
Alberta School
Superintendents

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Competencies

- Building Effective Relationships
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- Visionary Leadership
- Leading Learning
- ✓ Ensuring First Nations, Métis and Inuit Education for All Students
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Ensuring First Nations, Métis and Inuit Education for All Students

A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Achievement of this competency is demonstrated by indicators such as:

(a) supporting staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Métis, Inuit and all other students;

(b) engaging and collaborating with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;

(c) understanding historical, social, economic, and political implications of:

- treaties and agreements with First Nations;

- legislation and agreements negotiated with Métis; and

- residential schools and their legacy;

(d) aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and

(e) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

LEGAL AND KEY REFERENCES

School Act: Section 113 – Superintendent of Schools

The superintendent shall supervise the operation of schools and the provision of education programs in the district or division.
http://canlii.ca/t/5303d

Business Plan 2017-2020

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.
http://www.finance.alberta.ca/publications/budget/budget2017/education.pdf

Legal References provided by Teresa Haykowsky, Partner McLennan Ross LLP

This resource is intended to support this stage of implementation:

✓ Phase I	Phase II	Phase III

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RESEARCH

Alberta Education – Partners in Research Promising Practices in Supporting Success for Indigenous Students - OCED
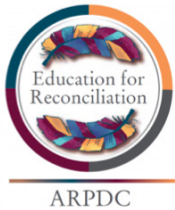http://bit.ly/2wwdaNf

United Nations Declarations on the Rights of Indigenous Peoples
http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

PRACTICE IN ALBERTA

Ensuring First Nations, Métis and Inuit Education for all Students requires an understanding and application of foundational knowledge and building effective relationships.

Empowering the Spirit: This **Alberta Regional Professional Development Consortia (ARPDC)** website provides support for all levels within school jurisdictions to increase awareness, understanding and application of First Nations, Métis and Inuit histories, perspectives and ways of knowing for the purpose of implementing treaty and residential schools education and Truth and Reconciliation Commission Calls to Action for education.
http://empoweringthespirit.ca

Successful Practices in FNMI Education Collaborative Framework Building Relationship Companion Resource

Alberta Education Collaborative Frameworks serves as a guide to strengthen collaborative processes between school authorities, parents, communities and other stakeholders, as they work together to improve the educational outcomes of First Nations, Métis and Inuit students.
https://education.alberta.ca/media/482147/collaborative-frameworks-building-relationships.pdf

Please share your school authorities stories specific to how you address this competency: admin@cass.ab.ca.
Over time we will post on the CASS website.

RESOURCES

Sharing Histories, Cultures and World Views

In June 2016, Alberta Education, the Alberta Teachers' Association (ATA), the National Centre for Truth and Reconciliation (NCTR) and Alberta Regional Professional Development Consortia (ARPDC), College of Alberta School Superintendents (CASS), Alberta School Boards Association (ASBA), and Alberta Association of Deans of Education (AADE) and Alberta Education signed the Joint Commitment to Action to ensure that all students learn about the histories, cultures and world views of First Nations, Métis and Inuit peoples. The **ATA** has begun to fulfill its commitment by establishing the Walking Together: Education for Reconciliation Professional Learning Project.
http://bit.ly/2lezC9u

The **NCTR** at the University of Manitoba is the permanent home for all statements, documents and other materials gathered by the Truth and Reconciliation Commission (TRC). It is a place to learn about the historical, social, economic and political implications of residential schools.
http://nctr.ca/map.php/

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School Authority Operations and Resources

A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

Achievement of this competency is demonstrated by indicators such as:

(a) providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;

(b) ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan;

(c) delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;

(d) providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;

(e) establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts;

(f) respecting cultural diversity and appreciating differing perspectives expressed in the school community;

(g) recognizing student and staff accomplishments; and

(h) implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning.

LEGAL AND KEY REFERENCES

School Act, RSA 2000, Chapter S-3

Section 113(5) Superintendent of Schools – The superintendent shall supervise the operation of schools and the provision of education programs in the district or division.

School Act – Section 116 – Appointment of Secretary and/or Treasurer

Section 148 (b) Contents of Financial Statements
http://canlii.ca/t/5303d

School Fees and Costs Regulation, Alberta Regulation (#101/2017)

Section 5 Board Policies on Fees and Costs
http://canlii.ca/t/52z1s

This resource is intended to support this stage of implementation:

✓ Phase I	Phase II	Phase III

Fiscal Planning and Transparency Act, SA 2015, Chapter F-14.7
Section 10 Accountable Organizations
http://canlii.ca/t/52rj1

Legal References provided by Teresa Haykowsky, Partner McLennan Ross LLP

RESEARCH

Review of the Role and Responsibilities of the Secretary-Treasurer
Prepared for BC Association of School Business Officials, December 2016, prepared by Lyle Boyce, Retired Executive Director. This review provides the background information on roles and responsibilities of the Secretary-Treasurer in the public education sector in BC and compares to the other western provinces and jurisdictions.
http://bcasbo.ca/wp-content/uploads/2017/01/ST-Role-and-Responsibilities-Report-Final.pdf

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PRACTICE IN ALBERTA

Association of School Business Officials in Alberta (ASBOA) is a self-regulated, professional association dedicated to providing leadership in school business management. ASBOA is the only registration body in Alberta for the Certified School Business Official (CSBO) designation. The CSBO demonstrates expertise and experience in the corporate, financial and business services in the K-12 education sector in Alberta. Practice Standards: http://www.asboa.ab.ca/page/DOP e.g. Budget Systems and Processes Best Practices • Effective School Fee Practices

A Guide to Reading Alberta School Jurisdiction Financial Statements
The Guide was developed to provide users of School Jurisdiction financial statements with the resources to assist in interpreting financial statements in addition to resources on the importance of regular reporting. Included in the Guide is information on the elements of financial statements, quarterly reporting and necessary elements of regular reporting.
http://bit.ly/2w4WDMh

Various resources are available on the ASBOA website: www.asboa.ab.ca

Please share your school authorities stories specific to how you address this competency: admin@cass.ab.ca.
Over time we will post on the CASS website.

RESOURCES

The Guide to Education
Provides key information and requirements for the operation and delivery of ECS-12 programs and services.
https://education.alberta.ca/guide-to-education/

Alberta Education Funding Manual
https://education.alberta.ca/funding-framework-for-k-12/?searchMode=3

Chartered Professionals in Human Resources (CPHR)
CPHR Alberta is the exclusive registration body in Alberta for the Chartered Professionals in Human Resources (CPHR) designation, which is the professional standard in Canada. The CPHR demonstrates HR expertise, experience and ethical management of today's human capital. A number of resources are available on their website.
https://www.cphrab.ca/about-cphr-alberta

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Supporting Effective Governance

A superintendent of schools as referred to in the School Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the School Act and other provincial legislation.

Achievement of this competency is demonstrated by indicators such as:

(a)   establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;

(b)   ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;

(c)   ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;

(d)   ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;

(e)   ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;

(f)   supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;

(g)   implementing board policies and supporting the regular review and evaluation of their impact;

(h)   ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;

(i)   facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development;

(j)   building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends;

(k)   supporting the board in its engagement with the school community to develop a vision of a preferred future for student success;

(l)   facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities; and

(m)   promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

This resource is intended to support this stage of implementation:

✓ Phase I	Phase II	Phase III

LEGAL AND KEY REFERENCES

School Act, RSA 2000, Chapter S-3

Section 113(3) – Superintendent of Schools – The superintendent shall carry out the duties assigned to the superintendent by the board.

Section 78 – Accountability of Board
http://canlii.ca/t/5303d

Legal References provided by Teresa Haykowsky, Partner McLennan Ross LLP

RESEARCH

Governance in Transformation: Alberta School Board Chairs' Perspectives

Keith Seel (Mount Royal University) and Jim Gibbons (Alberta School Boards Association) conducted a study that presents data from Alberta School Board Chairs regarding their perception of governance transformation. They cite how the practice of governance would need to move from predominantly fiduciary and strategic domains of governance to include "generative governance".
(Chait, Ryan, & Taylor, 2005)
http://anserj.ca/index.php/cjnser/article/download/105/58

PRACTICE IN ALBERTA

Alberta School Boards Association (ASBA) mission is leading the betterment of education by serving locally-elected school boards in their role of establishing the conditions for student success.
www.asba.ab.ca/

The **Public School Boards' Association of Alberta (PSBAA)** is a group of Alberta public school boards advocating for public education in the province of Alberta. PSBAA champions inclusive public school education with locally elected school boards who are dedicated to student success.
www.public-schools.ab.ca/

The **Alberta Catholic School Trustees' Association (ACSTA)** represents Catholic trustees in Alberta, Northwest Territories and Yukon. They are committed to a unified voice providing spiritual and political leadership for publicly funded Catholic Education.
www.acsta.ab.ca/

RESOURCES

Policy and Requirements for School Board Planning and Results Reporting

The Ministry of Education allocates funds to school authorities so they may fulfill their delegated responsibilities of providing education programs for Alberta's K – 12 students. This creates an accountability relationship between the Ministry and school authorities.

This site contains requirements for Alberta's public, separate and Francophone school authorities and schools as well as charter and accredited funded private schools. These documents are available online at https://education.alberta.ca/school-authority-planning-resources/current-requirements/everyone/planning-documents?searchMode=3